



UMass/UPIC Advanced Degree Activity



Document Name: Quarterly Report #3
12 December 2001 – 12 March 2002

Date Submitted: 11 April 2002

Contract Number: 690-A-00-01-00143-00

Title: UMass/UPIC Advanced Degree Activity

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**United States Agency for International Development
UMass/UPIC Advanced Degree Activity**

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In this report, the third quarter activities are divided into the following categories:

1. Summary
2. Activities and progress that took place in Malawi;
3. Activities and progress that took place at the University of Massachusetts Amherst;
4. Challenges;
5. Deliverables and other documents; and
6. Expenditure Report

1. Summary

The Advanced Degree Activity (ADA) consists of a partnership between the University of Massachusetts Amherst (UMass), Chancellor College (CC), the Ministry of Education, Science & Technology (MOEST), and the Malawi National Examinations Board (MANEB). The purpose of this partnership is to address USAID/Malawi's Strategic Objective 9: Improved quality and efficiency of basic education. The ADA will help to build human resource and institutional capacity to promote the planning and leadership functions of the education sector by developing Chancellor College's capacity to offer post-graduate degree programs in Policy, Planning & Leadership and Testing & Measurement. Working in partnership with Malawi educators, the program will offer advanced degree training for more than 20 educators to serve two interrelated goals: 1) in the short term, to upgrade and develop the skills of educators, planners, and testing and measurement professionals currently working in the Planning Division of the Ministry and in its regional offices, in MANEB, and in Chancellor College; and 2) in the longer term, to build the sustainable capacity at Chancellor College to offer its own advanced degrees in those two areas. These new degree programs will then train policy analysts, planners, and experts in testing and measurement to contribute to the development of education in Malawi. Developing institutional capacity at Chancellor College and human resources in MOEST and MANEB will ensure sustained enhancement of the quality of education in Malawi.

The third quarter of the project was focused on three primary activities:

1. Providing relevant educational opportunities for the four Malawian doctoral candidates who studied at the University of Massachusetts Amherst during the Spring 2002 semester. Activities included field trips, site visits, support in their studies, computer training, and exposure to additional learning opportunities.
2. Facilitating intensive three-week courses for the ten Malawian master's candidates who returned to Malawi during the Spring 2002 semester. In addition to coursework, master's

candidates developed research proposals and have begun the process of collecting data for their Master's Projects.

3. Initiating capacity building efforts at Chancellor College, MOEST and MANEB.

2. Activities and Progress in Malawi

2.1. IIEP/UNESCO Linkage

On the way to Malawi in January, Dr. David Evans stopped in Paris and visited the International Institute for Education Planning (IIEP)/UNESCO to explore possible linkages with the new master's program at Chancellor College in Policy and Planning. Discussion with their document manager revealed that Chancellor College is already a repository for all English-language publications of IIEP, although they did not know if they were being received and what was happening to them at Chancellor College. Subsequent inquiries at the Chancellor College library revealed a fairly complete and current collection of IIEP, UNESCO and World Bank documents all located in the "Malawiana Collection," a reserve section of the library where documents do not circulate. It will be a major resource for the new masters degree program.

2.2. UMass Courses Offered at Chancellor College

2.2.1. Education 721: Research Design

Education 721 convened on 21 January 2002 in room "S" in the Faculty of Education at Chancellor College and was completed on 8 February 2002. The course was taught by Dr. Gretchen B. Rossman. The participants included the ten masters candidates enrolled in the UPIC Advanced Degree Activity through UMass. In addition, the Professor invited two guests to attend the course on a non-credit basis, as part of UPIC's commitment to building capacity in the partner institutions-MOEST and MANEB. These two guests took the course for professional development and have been awarded a certificate indicating their participation. As a further commitment of UMass to capacity building, all participants, including the guests, were given two textbooks and a course pack of supplemental readings. A list of participants, guests and their institutional affiliations follows:

UPIC participants in Testing & Measurement:

J. Chalimba, MANEB
B. Chulu, Chancellor College
L. Kaira, MOEST
C. Selemani-Mbewe, Domasi College

UPIC participants in Policy, Planning & Leadership:

J. Mkandawire, MOEST
K. Ndala, MOEST

D. Nkhoma, MOEST
M. Nkhokwe, MOEST
M. Nyongani, Lilongwe Teacher Training College & MOEST
A. Sineta, MOEST

Invited Guests:

C. Dzmadzi, Centre for Education, Research & Training, MOEST
J. Chiunda, MANEB

Course Content:

The course focused on research design to prepare students to undertake research for their Master's Projects. (Please note that UMass does not require a thesis or dissertation at the Master's level. It does, however, require a Project. The Project is somewhat less substantial than a thesis, in the Malawi context.) Quantitative research designs, qualitative research designs, and mixed-methods designs were covered. Topics focused on the conceptual framework for a research proposal: topic, problem, purpose, research questions or hypotheses, review of relevant literature, limitations, delimitations, and definitions. In addition, elements of the design and methods were covered: overall approach and justification in light of the research strategies, trustworthiness (reliability, validity, ethics), timeline and brief budget. Because students were allocated 30,000 MK to conduct their research, they were required to develop a draft budget. Budget estimates also served to help students limit the scope of their research, given the constraints of available funds and time.

Research Proposals:

The following are the research proposals submitted by the ten master's candidates.

1. Abraham Sineta: *The Decentralization of Educational Services in Malawi: Perceptions of Key Actor Groups*
2. Bob Chulu: *Content Validation of Malawi School Certificate of Education (MSCE) Physical Science Examinations*
3. Chokocha Selemani-Mbewe: *Knowledge and Practice of Classroom Assessment: The Case of Malawi Secondary School Teachers*
4. Dyce Nkhoma: *Implementation of Cost Sharing Policy in Secondary Education in Malawi: Implication on Access, Equity and Internal Efficiency*
5. Jack Chalimba: *Consistency of Measurement Across Four Sub-Tests of the Malawi School Certificate of Education English Examination*
6. Josephine Mkandawire: *The Growth of Private Secondary Schools in Malawi: Impact on Registration and Quality Monitoring Systems*
7. Kaziputa Ken Ndala: *Challenges in Payment of Primary School Teachers Salaries: The Case of Mulanje*
8. Leah Kaira: *Teachers' Knowledge Of and Attitudes Towards Standardized Tests in Malawi*

9. Martha Nyongani: *Teachers' Knowledge, Attitudes, and Preparedness Towards Inclusive Education in Malawi Primary Schools.*
10. Maxwell Nkhokwe: *Improving Malawi's Education Management Information System (EMIS)*



Dr. Rossman's Research Design Course



A. Sineta and B. Chulu utilizing the computer lab

2.2.2. Education 820: Research Practicum in Education

Concurrent with the start of ED 721 was ED 820, Research Practicum in Education. The Professor for this course is Dr. Johnson Odharo who also serves as the UPIC Senior Technical Advisor. ED 820 is a long-term course (from 21 January through the end of August, 2002) that provides support and technical assistance to the students during the conduct of their research. During the third quarter of the project ED 820 met several times to discuss students' research design and methods, as well as budgeting for their research. ED 820 meets as a tutorial with students when they are at Chancellor College taking intensive courses and at other arranged times.

2.2.3. Education 526: Curriculum Development in International Education (at C.C.)

Education 526 took place from March 5-22, 2002 in the Computer Classroom at Chancellor College. The course met four days a week from 8:30am – 12:30pm for class time and then from 2:00 - 4:00pm for additional class time, the preparation of the curriculum designs and study time. The instructors of record were Professor Emeritus George Urch and Dr. Johnson Odharo. During the second week Peter Khomani, from MIE, was a guest speaker. He focused on the process used for curriculum development in Malawi.

This course was designed for the six Policy, Planning & Leadership master's degree candidates. In addition, one Testing & Measurement student requested and was granted permission to attend the course. Also, the professors invited one guest from MANEB. Each participant was given two curriculum textbooks and a supplemental course reader. The course participants were:

UPIC participants in Policy, Planning & Leadership:

J. Mkandawire, MOEST
K. Ndala, MOEST
D. Nkhoma, MOEST
M. Nkhokwe, MOEST
M. Nyongani, Lilongwe Teacher Training College & MOEST
A. Sineta, MOEST

UPIC participant in Testing & Measurement:

B. Chulu, Chancellor College

Invited Guests:

Christopher Neba, MANEB

Course Content:

The course focused on the design of curriculum for educators in the field. The influences of educational philosophy and practice on curriculum development were examined. Selected curriculum designs and educational innovations from the African continent were reviewed and critiqued. Special emphasis was placed on the development of a curriculum model in a workshop setting. The course was divided into three components. Week one was an introduction to curriculum development philosophy; week two focused on curriculum design; and week three was on materials development.

Curriculum Designs Prepared By the Participants:

The students selected topics for their curriculum designs that were relevant to their professional positions in Malawi. The students and their completed designs are listed below:

1. Mr. CHULU, *Classroom Assessment Techniques*
2. Ms. MKANDAWIRE, *An Orientation Course on Effective Approaches to the Teaching and Learning of Life Skills Education in Primary Schools*
3. Mr. NDALA, *Curriculum Design in a Sector Diagnosis: A Training Program*
4. Mr. NKHOKWE, *Curriculum for Planners and Managers in Education*
5. Mr. NKHOMA, *The Budgeting Process in the Ministry of Education, Science and Technology in Malawi*
6. Ms. NYONGANI, *Orientation Package for Teacher Trainers on Mixed Ability Teaching*
7. Mr. SINETA, *Practical Skills in District Education Management: Training Programme for District Education Managers*

2.3. *Capacity Building with Chancellor College Faculty*

Chancellor College faculty were involved in the teaching, advising and design of courses taught in Malawi. On 8 February, as part of ED 721 and ED 820, the Professors arranged for Dr. Zoani and Dr. Maluwa-Banda to meet with the students for presentations on their project proposals with questions, comments, and observations from the two faculty members of Chancellor College.

The Testing & Measurement students met with Dr. Zoani for nearly two hours; the Policy, Planning & Leadership students with Dr. Maluwa-Banda for over two hours. The students were well-prepared, clear, articulate and poised. Both faculty members asked insightful questions on purpose, design, methods, why this topic? and so on. The students remarked that the meetings had been most valuable.

During the Policy, Planning & Leadership session, Dr. Maluwa-Banda mentioned at least three times how relevant, important, and helpful to education in Malawi the research topics are. He also praised those students using qualitative methods for doing so, arguing that the choice was particularly appropriate for their research questions.

2.4. *Capacity Building with MANEB*

The ADA Project provided support for capacity building with MANEB in two ways during this quarter. First, as mentioned above, a Research Officer from the Research & Evaluation Department of MANEB attended the Research Design course as an invited guest. Second, the Co-PI served (and will continue to serve) as Technical Consultant for a proposal developed by MANEB in partnership with the IEQ II Project at MIE to study Continuous Assessment in primary schools in Malawi. This latter capacity building effort is detailed below.

For the past several months, the IEQ II Project, housed at MIE, has been working with the Research and Evaluation Department of MANEB to help design a study of Continuous Assessment. On January 29, Joy du Plessis of the IEQ Project called a meeting of herself, Mr. Michael Nkhoma, and Dr. Gretchen Rossman to discuss the proposal. Mr. Docks Jerre was unable to attend this first meeting but did attend others, as did Mr. Jared Chionda of the R&E Department of MANEB. This first meeting resulted in four more meetings, primarily between Dr. Rossman and the MANEB officers, to review, refine and edit the developing proposal. As part of the capacity-building goal of UPIC, Dr. Rossman has agreed to serve as Technical Consultant to the proposal and, if funded, to the research study. The collegial relationship that is developing with the R&E Department is of mutual benefit to MANEB and UPIC. The proposal will be submitted to USAID/Malawi in a timely manner, with projected start-up in April 2002, and completion by the end of November 2002.

The proposal was originally conceptualized as a national-level study of testing in primary schools. With input from IEQ, that focus has broadened to include activities associated with Continuous Assessment. During this quarter, Dr. Rossman, when in Malawi, provided technical

consultation on the design of the study, including the research questions, phases for implementation, and strategies for analysis of the data. Particularly noteworthy is the re-design of the study to include an in-depth case study component that will allow for detailed description and analysis of assessment practices in three selected primary schools. This case study phase will follow the national level survey phase and build on it. The study design also includes a debriefing component after both phases of data collection. These new elements build a strong proposal that will provide policy-makers, officers of MANEB, lecturers in the TTCs, and others with a more complete analysis of assessment practices in primary schools in Malawi.

2.5 *Capacity Building with the Planning Division of MOEST*

The ADA Project provided support to the Centre for Education Research and Training (CERT), housed at Chancellor College and directly responsible to the Planning Division of the Ministry, in two ways. First, a Research Officer from CERT was invited to attend the Research Design course as a guest. Second, the Center for International Education, through the PI and Co-PI, have been asked to participate, with CERT, in a study of *Implementation Capacity Development*, through a grant from the International Development Assistance (IDA) to MOEST. The scope of work under this grant comprises:

- Assessing the implementation capacity at MOEST, its district offices and communities;
- Developing a capacity development program that addresses identified capacity gaps;
- Developing terms of reference and organizational structure for a policy leadership task force;
- Developing an education sector strategic plan and an investment plan.

Specifically, MOEST is inviting an international Institutional Capacity Development Specialist, an international Capacity Implementation Specialist, an international Policy Analysis Specialist and an international Educational Planner/Economist to work with a local policy analyst and policy implementation specialist (an officer from CERT) in providing the above services.

CIE has expressed interest and forwarded appropriate CVs and statements of Institutional Capacity to CERT.

2.6 *Memorandum of Understanding*

A Memorandum of Understanding (MOU) was developed to define and clarify the roles and responsibilities of implementing partners of the Advanced Degree Activity of the UPIC project. It was jointly developed by the Local UPIC Steering Committee (consisting of representatives from Chancellor College, Malawi National Examinations Board and the UMass Senior Technical Advisor -STA) and the University of Massachusetts (Contractor); it was revised and approved at the National UPIC Meeting held on the 25th of March in Lilongwe. The MOU, henceforth, will be a reference or bridging document to help in implementing certain terms of the Cooperative Agreement -- the legal project document.

2.7 *Local Meetings Attended By the Senior Technical Advisor*

The UMass STA has held numerous individual meetings with CC and MANEB staff to discuss project implementation – mainly project purpose, Year One Workplan Activities, resource limitations and, capacity building through UMass courses offered at CC and other means.

Following is a summary of the major meetings:

- STA holds scheduled and unscheduled meetings with UPIC Local Coordinator (Dean of Education) to discuss project management issues and implementation. The Local Coordinator has been very supportive in helping to arrange student and UMass visiting faculty accommodation, calling Local UPIC Steering Committee meetings and mediating in matters of dispute between the project and CC.
- STA has held numerous individual meetings on various issues – project implementation, shared responsibilities and inherent limitations of the project based on USAID APS and subsequent Cooperative Agreement and funding level.
- STA has held two meetings with MANEB Executive Director to discuss capacity building for the staff. Although, the Director understood the limitations of the project, he felt that MANEB would not have much benefit from the project as designed. He wanted a budget allocated to MANEB from which capacity building program would be developed.
- Two Local UPIC Steering Committee meetings were held – January 8 and February 21. The main purposes of the meetings were on project management, capacity building at CC, Cost-sharing, UMass courses at CC and role of CC faculty, Settling down problems and Developing the MOU.

2.8 *Other Developments*

- Driver employed in February on a temporal contract but was confirmed as a full-time employee as the need for his services became evident. The STA has prepared terms of employment after consulting with Chancellor College, USAID and Malawi Revenue Authority. Length of service will depend upon the need of the project
- The Vice Chancellor's Guesthouse was offered for use by UMass visiting professors when in Malawi for teaching ADA courses offered at Chancellor College
- Chancellor College's guesthouse is now equipped to accommodate up to 8 UPIC students taking UMass courses offered at Chancellor College
- MANEB has consistently sent a participant observer to participate in UMass courses offered at Chancellor College; other UPIC partners have been invited and encouraged to participate
- Templates developed for letterhead, local contracts, cash-out invoice, cash-in invoice, certificate of participation; travel reimbursement form
- Terms of reference for Local UPIC Coordinator developed

3. **Activities and Progress at UMass**

At the University of Massachusetts Amherst the third quarter of the project was comprised of five primary components: departure of the master's candidates; doctoral candidate course selection and attendance; participant support; and special events organized by CIE.

3.1. *Departure of Master's Candidates*

After successfully completing their first semester at UMass, the ten Master's candidates departed for Malawi on December 21, 2001. Their departure came at the end of an intensive two weeks of finalizing academic papers and projects, packing up their belongings, arranging for shipping, and storing their items to be used upon their return in September 2002. They also spent quite a bit of time shopping for Christmas presents for friends and family! The Center for International Education provided storage space for the participants and provided vehicles to assist in the transportation of storage and shipping items.

On December 21st two 15-passenger vans, driven by project staff, were rented to transport the participants and their luggage to Boston International Airport. Their flights to London went smoothly, but their Air Zimbabwe flight from London to Harare was cancelled, thus forcing them to stay the night in London. Fortunately, Air Zimbabwe provided accommodation. After a lengthy three days of travel, the ten participants arrived in Lilongwe just in time for the Christmas holiday.



Preparing for departure to the airport



In the van and ready to go home!

3.2. *Course Attendance*

Four doctoral candidates were enrolled at UMass during the Spring 2002 semester (January – May 2002), since the other ten Master's candidates had returned to Malawi. Their participation in courses was determined through discussion with academic advisors, the background experiences of the participants, areas of interest/concentration, and applicability to the goals of UPIC/ADA.

During the Spring 2002 semester the participants were enrolled in the following courses:

FRITZ KADYOMA, Doctoral Candidate in Policy, Planning & Leadership

Educ 542	Contemporary Educational Philosophy
Educ 629	Policy Issues in International Educ.
Educ 794G	Teacher Educ. In Dev. Countries
Educ 661	Educational Research Methods

SAMSON MACJESSIE-MBEWE, Doctoral Candidate in Policy, Planning & Leadership

Educ 720	Development Theories for Educators
Educ 629	Policy Issues in International Educ.
Educ 794G	Teacher Educ. In Dev. Countries
Educ 542	Contemporary Educational Philosophy

ELIAS CHAKWERA, Doctoral Candidate in Testing & Measurement

Educ 772	Applied Multivariate Stats II
Educ 656	Intro: Stats & Comp. Analysis II
Educ 794L	Seminar: Advanced Measurement
Educ 795W	Statistical & Psychometric Modeling

DAFTER KHEMBO, Doctoral Candidate in Testing & Measurement

Educ 772	Applied Multivariate Stats II
Educ 656	Intro: Stats & Comp. Analysis II
Educ 794L	Seminar: Advanced Measurement
Educ 795W	Statistical & Psychometric Modeling

To date, the doctoral candidates are actively participating in their courses and are diligently completing their assignments. Their professors often remark to project staff that the participants have been a welcome addition to their classes and that their coursework and contributions to class discussions have been thoughtful and meaningful.

3.3. *Participant Support - Tutoring and Computer Assistance*

Two of the Malawi project assistants worked with the participants to support them with their coursework through tutoring and computer assistance. This support was mostly conducted on a one-on-one basis to focus on each participant's particular questions and needs. Participants were guided in using computer programs such as Microsoft Word and Excel and SPSS. Participants were taught how to use the computer programs to assist them in completing their course work.

The two Testing & Measurement doctoral candidates have received extensive computer assistance mainly focused on their computer programming course but assistance has also been given in relation to their multivariate course and the trends in measurement courses. As the two doctoral students had limited computer exposure, they were shown a variety of different computer programs used by psychometricians. This facilitated their learning the concepts of input and output files. It also facilitated their learning about the variety of ways that computer programs can be structured for use.

Assistance with their programming course also included reviewing concepts introduced in class. Time was spent in classrooms talking about the concepts and by answering their specific questions. Additionally, time has been spent working with them as they work on their course assignments. For this assistance, the doctoral students worked on their assignments and help was given either as problems occurred or as they had specific questions. Time was also spent discussing the different error messages (while compiling or while running the program) so that they will be able to interpret and fix the problems without future assistance.

3.4. *CIE-Organized Special Events*

The month of January is winter break at UMass. As a result, there are no courses offered by the Center for International Education. Instead, CIE organized the following three activities for the four Malawian doctoral candidates:

3.4.1. *Policy Implementation at the Local Level: Site Visit to the Granby Public Schools*

In January, CIE arranged a one-day visit to the Granby Public School district for the four doctoral candidates. The purpose of the visit was to continue the policy design and implementation dialog that had begun the previous quarter with a visit to the Massachusetts State Legislature. This time, the focus was on the implementation of policy at the local level.

The four doctoral candidates and the project coordinator were hosted by the district superintendent, district assistant superintendent and principal of the high school. Topics of discussion over the course of the day included: local school financing, policy reform, testing and evaluation, promotion, vocational/technical education, school choice, and the school's role in serving the local community. The meeting provided an insightful look into the inner-workings of a local school district and how they deal with the frustrations and challenges that they face. The Malawians were very involved in the discussion and asked numerous questions about the policy and planning process. At the conclusion of the meeting a tour of the high school was provided. The tour provided an opportunity for the Malawian participants to see a "typical" American high school, including the classrooms, library, gymnasium, cafeteria, offices and health center. The participants commented on how impressed they were with the knowledge of the superintendent and how helpful he was in explaining the process of implementing state policy at the local level.

3.4.2. *Visit to the Massachusetts Institute for Social and Economic Research (MISER)*

In January the Massachusetts Institute for Social and Economic Research (MISER) hosted the four doctoral candidates and the project coordinator for a presentation on the use of educational research and data to inform policy. *MISER's* research involves planning, strategy, and forecasting, with a focus on social, economic, and demographic issues. This work is designed to formulate new public policy for use by government policy makers.

MISER's current research is centered on students' transitions from secondary school to higher education, a topic that was of great interest to the Malawians. In addition to school transitions, the participants conversed about diversifying schools, high stakes testing, collaborations between researchers and policy makers, and the dissemination of research findings and policy recommendations.

3.4.3. SPSS and Excel Computer Workshop

The four doctoral students were given 10 hours of training in the use of SPSS, a statistical software package, and in the use of Excel, a spreadsheet software program that is part of the Microsoft Office software suite. SPSS and Excel are computer programs that the students use to complete their coursework and will continue to be used after their graduation. The goal of this training was to introduce the students to the software packages and provide them with information on how to use them. This training was not about how to conduct statistical analyses, rather the training was how to use the software to analyze their data. Five hours were spent learning how to use SPSS and a variety of topics were covered. Topics included: a) data entry, b) formatting the spreadsheet for different types of items and for value labels, c) merging data files, d) sorting data, e) recoding data, f) computing new variables, g) splitting the file to compare groups, and h) different formats for saving data. The SPSS training also included how to do descriptive analyses, t-tests, analysis of variance, correlations, and regression analysis. Students were also introduced to the graphing capabilities in SPSS.

The last five hours were spent learning Excel. Students were shown how to import existing data into Excel. Students were then shown how to compute new variables, how to fill cells without repeatedly entering the same formula, how to maintain cell references, and how to perform basic statistical analyses using Excel. Students learned how to do conditional statements (e.g., “if... then” statements). Lastly, students were introduced to the graphing capabilities of Excel, how to use the graph wizard, and how to change the axes, data source, titles, graph location, and the type of graph.

For these training sessions students were given detailed handouts on how to do everything that was covered, so that they would have the handouts as a future resource. During the training sessions the students did the data entry, analyses, and graphs in order to learn the software and were able to ask specific questions about the software as was needed. Students were also shown the help guides associated with SPSS and Excel.

4. Challenges

The project is progressing very well. Significant progress has been made in addressing the challenges identified in the last quarterly report.

4.1 Senior Technical Advisor’s Housing and Office Space

First of all, Chancellor College has taken significant steps to address the housing and office space challenges raised in the previous quarterly report. Vice Chancellor Rubadiri has been extremely supportive of the ADA and has been instrumental in facilitating the process of providing suitable project accommodations and office space. Nonetheless, settling down has been a serious concern for the project and the STA, and it is anticipated to continue into some portion of the 4th Quarter. Following are some of the issues, as well as the positive steps taken by Chancellor College and UMass:

- **Office Space:** This was provided early in October but renovation has taken much time due to construction and furnishing. Construction consisted of partitioning a large room into 2-paired compartments – dean and secretary and, STA and secretary. At present, construction is completed and furnishing to be completed by April 20.
Pending: Cooling of the offices is a must due to the electrical equipment located inside and the fact that there are low concrete ceilings. Cooling is especially important during the hot summer months. Since the start-off funds allocated by USAID may not be sufficient to cover the renovation, the project should assist.
- **UPIC Computer Room:** The room is physically renovated. **Pending:** Air-conditioning – the responsibility of CC.
- **Theft of Project Laptop Computer:** The project laptop was stolen in early February 2002 from the temporal office allocated the STA. The Police and Campus Security Office were informed and investigation is still continuing. USAID has authorized the project to replace the computer. To minimize the chances of future burglary, burglar bars and new door locks were installed.
- **Housing of STA:** The house allocated to the STA needed significant renovation. Getting CC to undertake some of the needed repairs was a challenge, not due to willingness, but to lack of funds and transportation to move workers from campus to the house. The STA thus spent (without a driver) much of his time transporting workers and procuring materials. Following negotiations between USAID and UMass, the funds are now available and renovation should be completed by the end of April 2002. For the record, following are the main renovation tasks:
 - Installing a new toilet
 - Installing security lights- *pending security alarm system*
 - Re-wiring outlet plugs
 - Installing water pipes and faucets
 - Changing 13 door locks
 - Installing burglar bars
 - Installing mosquito screens (*still in progress*)
 - Sealing leaking roof (35 leaks were sealed)
 - Painting garage, kitchen and back walls of the house
 - Installing perimeter wire fence (*still in progress*)
 - Furnishing the house (lounge set and curtains completed, *pending bedroom lounge and book shelf*)
 - *Pending is connecting water pipe from the geyser to the kitchen.*

4.2. *Alteration of the Doctoral Program Sequence*

The UMass PI and Co-PI proposed to USAID and the UPIC Steering Committee that the four doctoral candidates remain in residence at UMass for an additional semester. This arrangement will be better suited for addressing their academic needs, as they will have more exposure to the faculty and resources of the UMass campus. In addition, remaining in residence will give each of the doctoral candidates more time to prepare for their comprehensive exams in the Spring of 2003 and to draft their dissertation research proposal before leaving for Malawi in May 2003 to do the field research. USAID and the Committee members were all supportive of the idea, and

the project staff have further discussed this proposal with the doctoral candidates, who are also in favor of the plan.

UMass has committed to this change and the doctoral candidates will return in September 2002 for the Fall semester. This arrangement, however, will increase the unit cost of each participants' program and will have budget implications that will need to be addressed.

4.3 *Budget Restructuring*

The challenges cited above have made it apparent that a substantial revision of the project budget will be needed to meet the objectives as planned. In addition, the budget needs to contain additional resources for increased capacity building initiatives at Chancellor College, MANEB and MOEST. UMass will submit a revised budget to USAID/Malawi during the fourth quarter.

5. Deliverables and Other Documents

Deliverable	Projected Date	Status
Annual Workplan	Annually (in August)	June 2001 – June 2002 Plan <i>submitted August 7, 2001 and approved September 12, 2001</i>
Monitoring & Evaluation Plan	August, 2001	<i>Submitted August 7, 2001. Approved September 12, 2001</i>
Quarterly Reports	Quarterly (by Oct. 12, Jan. 12, April 12, July 12)	Quarterly Report No. 1 June 12 – September 12, 2001 <i>Submitted October 4, 2001</i> Quarterly Report No. 2 September 12 – December 12, 2001 <i>Submitted Jan. 8, 2002</i> *Quarterly Report No. 3 December 12, 2001 – March 12, 2002 <i>Attached – Submitted April 12, 2002</i>

6. Expenditure Report

See attached